

ATTACHMENT

XI. Innovative Programs (Title V, Part A)

- A.** Please describe **major** results to date of State-level Title V, Part A funded activities to improve student achievement and the quality of education for students. Please use quantitative data if available (e.g., increases in the number of highly qualified teachers).

The California Department of Education (CDE) uses Title V funds to provide services and technical assistance to districts, schools, and county offices of education in support of improved student achievement. Listed below are brief descriptions of those activities.

Assessments

California uses Title V funds to support the design, implementation, and refinement of high-quality annual student assessments. These assessments include the *Standardized Testing and Reporting* (STAR) Program and the *California High School Exit Exam* (CAHSEE). Title V funds support the development of history-social science and mathematics assessments, ensuring quality and alignment with state content standards; the providing of technical assistance to the field regarding these assessments; and the maintenance of a database for local education agencies (LEAs) and processing of apportionments.

Title V funds also support the *California Physical Fitness Test*, including efforts to guarantee a quality assessment and to report results to districts, county offices, and state officials. The annual assessment and reporting has proven to be a useful tool for districts and county offices to evaluate the effectiveness of their programs.

In CDE's technical assistance to the field for all testing programs, Title V funds support timely, appropriate communication to districts, schools, county offices, and the general public to ensure widespread understanding of statewide assessments/data and to relay changes, updates, and clarifications.

As one of the first states to develop and adopt world-class content standards, California has worked diligently and successfully to align its assessments with those standards. With the help of Title V funding, one of the major results is the development and ongoing refinement of a comprehensive assessment system that allows LEAs to more effectively monitor student progress.

Closing the Achievement Gap: Enhancing Opportunities for Socio-economically Disadvantaged Students to Seek Higher Education

Title V funds are used to support CDE's administration of innovative college preparation programs that seek to optimize student achievement and eliminate achievement gaps throughout the K-18 system. As a result of Title V funds, CDE is better able to provide programmatic direction, fiscal and administrative oversight, and statewide coordination for the following programs:

The A-G Project Coordination

The course requirements for admission to the University of California or the California State University system are often referred to as "the a-g requirements" because of the order in which course requirements are listed. The *A-G Interactive Guide* is an online resource designed to help schools build courses to prepare students for university admission and meet the a-g requirements. CDE works with the University of California Office of the President to maintain, improve, and update the guide and its interface with the a-g courses to ensure that courses are in alignment with mandated regulations, and ensure that public information is accurate and current.

Academic Improvement and Achievement Act

CDE administers the *Academic Improvement and Achievement Act* (AIAA) program, which creates a network of regional partnerships across the state by funding activities to enhance academic achievement of all high school students and to ensure they are prepared to pursue various options upon high school graduation, including successful matriculation to a college or university. Qualifying high schools with low college attendance rates join in regional partnerships with districts, county offices of education, colleges, universities, businesses, and community organizations to prepare more students to enter the California State University system and the University of California upon graduation. The AIAA program has awarded \$4,285,376 to 12 regional partnerships. The 55 participating schools served 97,869 California students.

Advancement Via Individual Determination

CDE administers the *Advancement Via Individual Determination* (AVID) program, a college preparatory program for underachieving, educationally disadvantaged secondary students. The AVID program enables students to succeed in rigorous curricula, enter mainstream activities in school, and increase their opportunities to enroll in four-year colleges. AVID assists

motivated students by providing them with practical social and academic structures as they undertake a rigorous curriculum.

A total of \$9,000,000 has been awarded to 11 regional centers; 1007 sites and 71,508 California students have been served (October 2002 data). A total of \$1,300,000 was awarded to the AVID Center to provide regional director support, professional development, technical assistance, program evaluation, accountability, research, and development

Advanced Placement Challenge Grant

With the support of Title V funds, CDE provides administrative services for the *Advanced Placement* (AP) Initiative, a collaborative effort of the Governor, the California Department of Education, the Superintendent of Public Instruction, University of California, California State University, California Community Colleges, Advancement Via Individual Determination (AVID) Center, the California County Superintendents Educational Services Association, and The College Board. These collaborators work to ensure that all students have access to AP courses at every comprehensive high school in the state. This linked strategy makes the connections between access, equity, and standards to ensure that substantial technical assistance resources are available.

Competitive awards totaling \$8,250,000 were issued to 550 (or over half) of the comprehensive public high schools in California. CDE coordinates with partners from higher education on AVID, AP, and pre-AP classes, and plans tri-annual meetings of field practitioners to discuss critical issues.

Advanced Placement Fee Reimbursement Program

Title V funds support CDE's administration of the *Advanced Placement Fee Reimbursement Program*, which improves the articulation between K-12 and postsecondary education to increase the percentage of students going to college and reduce the percentage of students performing at or below grade level. In 2002-03, 268 districts were reimbursed for their subsidiary AP fees for disadvantaged students. Technical assistance was provided to help LEAs meet State and The College Board eligibility requirements. A total of 65,165 exams were reimbursed.

College Preparation Partnership

Title V funds support CDE's administration of the *College Preparation Partnership Program*, which provides high school students with preparation courses for college admissions examinations. Priority is given to economically disadvantaged students who are expected to complete coursework required for admission to the California State University or University of California. The program provided \$4,177,545 in grant funding to 324 high schools for college admissions exams test preparation

courses. A total of 18,947 California students from the 324 high schools completed a test preparation course.

International Baccalaureate

With the support of Title V funds, CDE administers the *International Baccalaureate (IB) Grant Program*, which provides funding to schools with Diploma Programs and Middle Years Programs to assist with the costs of ongoing professional development and IB exam fees for economically disadvantaged students. The program provided \$1,071,000 to six schools with Middle Years Programs and 45 schools with Diploma Programs. Over the course of a year, 922 teachers and other staff participated in a total of 5,144 professional development activities (IB-required and IB-related) for the Diploma Program; 230 teachers and other staff participated in a total of 1,399 professional development activities for the Middle Years Program.

Intersegmental Coordination and Program Development

Title V funds support CDE's administrative and coordination services for the Education Roundtable (consisting of business representatives, state officials, and representatives of higher education), which works to promote communication with students and the general public; a K-18 regional partnerships committee that facilitated the development of the use of K-12 assessments for postsecondary placement in English-language arts and mathematics; and communication efforts to promote access, awareness, and opportunity among students and the educational community.

Program Focused on Increasing Student Achievement Through School Reform or Redesign

High School Pupil Success Act (HSPSA)

The HSPSA was implemented to initiate system-wide high school transformation to improve:

- student achievement,
- readiness for and success in postsecondary learning, and
- high school graduation rates.

This initiative utilizes public-private partnerships at the state and local levels:

- the California Department of Education and the Office of the Secretary for Education,
- the Bill and Melinda Gates Foundation/Forum for Youth Investment, and
- local leadership provided via District/Community Partnerships.

Eleven school districts were chosen through a Request for Proposals (RFP), and a total of \$1 million in Title V funds was awarded. These districts, which reflect a

cross-section of urban, suburban, and rural communities, must undertake a two-phase process. In Phase I, the participating districts develop five-year high school reform and redesign plans. In Phase II, the districts focus on the implementation of their plans.

The Bill and Melinda Gates foundation contracted with the Forum for Youth Investment to work with CDE staff to provide technical assistance to participating districts. Assistance was provided through on-site visitations, workshops, and via the Internet at <http://www.forumforyouthinvestment.org/hspas/hspas.htm>. Technical assistance workshops were held in September 2003 and January 2004.

District plans are due to CDE by June 30, 2004. Plans must reflect the collaboration and input of district and community representatives (e.g., school personnel, community leaders, school site council members, administrators) to improve student results (e.g., the CAHSEE, STAR, the Academic Performance Index, and expulsion and attendance rates). Districts must also include their plans for the ongoing monitoring of progress.

Public/Private School Partnerships

Title V federal funds support statewide services to private, non-public schools. These services include professional development workshops for 3,120 private school teachers serving 62,400 students. The workshop topics address standards-based curriculum, instruction, and assessments; *No Child Left Behind Act* and private schools; and classroom management strategies for differentiated instruction. This effort also supports a Private Schools Advisory Committee composed of non-profit school representatives from throughout the state. The Committee meets four to five times per year to provide leadership and coordination regarding private school issues.

Healthy Children, Ready to Learn

Title V funds support CDE's leadership and guidance in the area of school health services, particularly for school nurses this includes information about training in cardiopulmonary resuscitation training. CDE provides technical support to schools, districts, and county offices of education with a goal of ensuring that all children are healthy and ready to learn. This state-level leadership and expertise supports the many children who come to school with chronic health conditions and specialized health services needs. Recently, CDE has developed regulations and guidance documents related to these areas, convenes regular meetings of school nurses, and works closely with networks of California school nurses, including the state professional association.

Parent Involvement

Title V funds support CDE's two-day leadership conference ("Using Parent Involvement to Increase Student Success and Academic Achievement") that highlights family, school, and community partnerships. Participants include staff from local educational agencies as well as parents and community members involved with LEAs.

This leadership conference focuses on the National Network of Partnership Schools, a research-based model that provides a framework for establishing family-school partnerships that support student achievement. The conference is collaborative effort among the California Parent Center at the San Diego State Foundation's June Burnett Institute, the California Department of Education, the National Network of Partnership Schools, the California State PTA, and the Southern California Comprehensive Assistance Center.

During the 2003-04 school year, the partnership developed curriculum and offered four pilot trainings in southern California. Planning is underway for 11 regional trainings (serving 100 participants each) to occur throughout the state during the 2004-05 school year.

Title V funds also support parent and community involvement within the context of coordinated school health. This includes providing leadership and guidance to schools, districts, and county offices of education, on ways to strengthen parent and community involvement with programs that support the health and well being of students. CDE provides health-related support to the California Parent Teacher Association (PTA), and communicate information about how parents can contribute to the schools' efforts to meet students' health needs. CDE has successfully linked the PTA with other community-based organizations.

Counseling and Student Support Services

Title V funds support technical assistance for schools, school districts, county offices of education that want to improve student success and increase the numbers of students who graduate by implementing counseling services and in a variety of student behavior and attendance supports. Assistance to schools includes identifying student and family needs and strategies that will enhance student performance and connectedness to schools. These include, attendance improvement, or unwanted student behavior (e.g., bullying, hate-motivated aggression, and discipline issues). Assistance is also provided to help schools facilitate the development of school wide structures of support, (e.g., school wide positive behavior, and counseling programs that address academic, career, personal, and social development of students). Resources include model

programs, Support Personnel Accountability Report Card (SPARC), Tenth Grade Counseling, *Bullying at School* and *Classroom Management* Resource Guides.

Youth Development

Title V state operations funds support professional consultation, program development, technical assistance, and leadership to coordinate efforts to promote learning support and community partnerships through service-learning and other youth development initiatives. The funds also support CDE's administration of CalServe, CDE's service-learning initiative funded by a federal Learn and Serve America grant from U.S. Corporation for National and Community Service. Service-Learning is an innovative instructional strategy that combines meaningful community or public service with learning the academic content standards and developing civic responsibility. Over 150,000 students and 25,000 adult volunteers are participating in local service-learning partnerships throughout the state.

Enhanced Curriculum Opportunities

Title V funds enable CDE to support two statewide projects that provide local assistance to K-12 students, teachers, parents and community members.

The Constitutional Rights Foundation operates the *California Student Mock Trial Program* and the statewide *History Day Program*. Both programs allow high school students to develop skills necessary for the mastery of the state content standards for history and social science.

The *Student Mock Trial Program* involves:

- 8000 high school students
- 450 high schools
- 1,500 attorney volunteers as coaches
- 350 Municipal Superior and Appellate Judges
- 450 teachers as sponsors

The *History Day Program* involves:

- 40,000 high school students
- 750 history professionals
- 900 teachers
- 750 parents and community members

The Center for Youth Citizenship focuses on promoting local government education for K-12 students. The activities include the annual Summer Institute on Local Government, a professional development program that provides training to 100 teachers each year; the publication of resources that help students connect to local government; and programs promoting school, business, government, and community partnerships.